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ABSTRACT

An American College Testing Student Opinion survey was administered to 55 sophomores and 70 juniors at Nazareth College. Results provide data concerning overall student satisfaction with the college's services, programs, and environment, and student evaluation of the McGrail Plan of liberal arts and its relation to professional competencies, a holistic approach to education for careers. Overall student satisfaction with services, programs, academic environment, and administration was generally equal to or above that of students at other private 4-year colleges. Items evaluated low in satisfaction by Nazareth students involved a service, program, or other feature that was not offered by the college, was in early development, or did not pertain to sophomores or juniors. Evaluation of the McGrail Plan and its philosophy ranged generally from good to excellent. The one negatively evaluated item was still positively evaluated by 52 percent of the respondents. (Author/MSE)

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Results of a Subjective Sophomore and Junior Student Opinion Survey at Nazareth College

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January 1982

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Results of a Subjective Sophomore and Junior

Student Opinion Survey

Nazareth College
Nazareth, Michigan 49074

Introduction

An American College Testing Student Opinion Survey was administered to 55 Sophomores and 70 Juniors at Nazareth College. The Survey results provide data concerning:

1) The overall student satisfaction with the College's services, programs, and college environment.

2) The student evaluation of the McGrail Plan of general liberal arts and its relation to the Professional Competencies.

Overall student satisfaction with College services, programs, academic environment, and administration was general equal to or above the satisfaction level of students at other private, four-year colleges. The items evaluated low in satisfaction by Nazareth students involved a service, program, etc. which was either not offered by Nazareth College, at a beginning level of development, or did not pertain to Sophomores or Juniors.

The student evaluation of the McGrail Plan and its philosophy ranged generally from "good" to "excellent". The one "negatively" evaluated item dealing directly with the McGrail Plan was still positively evaluated by 52% of the students surveyed.

The following general conclusions were drawn:

1) In comparison to students at other four-year, private colleges, Nazareth College students subjectively evaluate College services, programs, and college environment, as being average or above average in satisfaction.
2) Virtually all aspects of the McGrail Plan are evaluated by Nazareth students as being positive, and they generally perceived the McGrail Plan as being integrated with their Professional Competency.

Background

In the fall of 1973, the McGrail Plan was introduced at Nazareth College. The McGrail Plan is first-of-all an academic program. However, it is also a philosophy of educating. The values underneath the academic program requirements guide the focus of those requirements. These values are what the McGrail Plan is all about.

Simplistically, the philosophy of the McGrail Plan is to facilitate the development of the whole person. This development includes the intellectual, professional, social, interpersonal, intrapersonal and biologic aspects of the person. In short, the whole development of the whole person.

To actualize this philosophy, all aspects of the College environment must be mobilized and function effectively. The academic curriculum is the obvious aspect of the college which must fulfill the philosophy of the McGrail Plan, and, therefore, must provide a quality education. However, the services and programs offered by the administration and staff must also contribute quality and fulfill the philosophy of the McGrail Plan. Therefore, by evaluating Nazareth College services, programs, academic environment and administration, one is basically evaluating the McGrail Plan.

In preparation for North Central accreditation, the student subjective satisfaction with a wide range of Nazareth College operations was judged to have value in evaluating the effectiveness of the McGrail Plan. The Student Opinion Survey (see appendix "A") was chosen as the appropriate measurement instrument, and sophomores and juniors were chosen as the appropriate target population.

Method

Measurement Instrument:

The Educational Services Survey (E.S.S.) Student Opinion Survey, published by American Colleges Testing, was chosen as the appropriate measurement instrument.

The Student Opinion Survey endeavors to investigate the perceptions of enrolled students concerning the programs and services of an institution. Total test time is approximately 20 minutes. It offers the possibilities of organizing data according to 15 institutionally-determined research groups, and of including up to 30 institutionally-designed questions.

The survey addresses the following topics:

1) Usage and satisfaction level (through a five-point Likert scale) with college services and programs (46 items).
2) Subjective satisfaction with six aspects of the college environment (40 items)
3) Institutionally-designed questions (up to 30 items)
4) Subjective comments (open-ended)
5) Student background (15 questions)

Sample:

Fifty-five sophomores (60% of all sophomores) and 70 juniors (99% of all juniors) responded to the Student Opinion Survey giving a total N of 125 (77% of all sophomores and juniors).

The average age was approximately 24 years old with the model and median age being 20 years old. One-Hundred and Fourteen students, or 91.2% of the total sample were caucasian. The sample was composed of 13 males and 112 females. Fifty-two percent of the sample resided in the dormitories. Of the total sample, 23 students (18.4%) were part-time students (less than 12 credit hours/semester) and 102 (81.6%) were full-time students.

Table 1 gives the 15 institutionally-determined subgroups, the number in each subgroup, and the percentage of the total sample in each subgroup.

TABLE I

Institutionally-Determined SubGroups

Group	n	% of N
1) Total Group	125	100%
2) Sophomores	55	44%
3) Juniors	70	56%
4) Transfers	45	36%
5) Nursing Major	76	60.8%
6) Med. Tech/Pre-Med Major	3	2.4%
7) Business Major	22	17.6%
8) Education Major	8	6.4%
9) Social Services Major	3	2.4%
10) Interdisciplinary Major	6	4.8%
11) Undecided Student	2	1.6%
12) Evening/Weekend Student	86	68.8%
13) Part-Time	23	18.4%
14) Full-Time	102	81.6%
15) Resident (on campus)	65	52%
16) Non-Resident	58	46.4%

Testing Procedure:

In October, 1980, the Student Opinion Survey, a cover letter, a list of major and occupational codes, and the optional institutionally-designed questions (see Appendix A) were mailed to all enrolled sophomores and juniors.

The cover letter was intended to briefly describe the study, indicate the confidentiality of their participation, and give instructions for responding to the Survey and for returning it. By linking the return of the Survey with the finalizing of their Winter Semester course schedule, it was hoped that a high return rate would be facilitated.

Statistical Analysis:

Data was descriptively analyzed and reported using primarily percentages. Response of Nazareth College students were compared with the normative data of student from other private, four-year colleges. Particular attention was given to how the total Nazareth sample compared with the normative data, and to possible response trends of specific subgroups.

Results

Section one of the Student Opinion Survey, Background Information, provides demographic data which is primarily used to describe sample characteristics. Primary aspects of this data are given in the "Sample" description in the "Method" section of this report.

Usage and Level of Satisfaction of Services and Programs:

Section two of the Student Opinion Survey is concerned with the usage and level of satisfaction with college services and programs. Twenty-three services and programs are first evaluated by usage, and second, evaluated for level of satisfaction by those in the sample who have used the service or program. Therefore, there is a total of 46 questions in this section.

Of the 23 services and programs evaluated, Nazareth College students evidence high usage in four and low usage in eight services and programs in comparison to the usage levels of students in other private, four-year colleges. A difference of 5% or less between Nazareth student usage and the usage by the normative group is considered average or normal usage. Three items are not available services at Nazareth.

The high usage services or programs, ranked in order of usage with the percentage of difference between Nazareth College usage and the usage by the normative group given in the parenthesis, are as follows:

1) Financial aid services (+24.5%)
2) Student employment services (+19.1%)
3) Parking facilities and services (+15%)
4) College mass transit services (+5.8%)

The low usage services or programs, ranked in order of lack of usage with the percentage of difference between Nazareth College usage and the usage by the normative group given in parenthesis, are as follows:

1) Student health services (-31.5%)
2) Credit-by-examination program (-21.5%)
3) Recreational and intramural programs and services (-18.7%)
4) Computer services (-18%)
5) Cultural programs (-15.1%)
6) College-sponsored social activities (-9.3%)
7) Job placement services (-6.9%)
8) Career planning services (-5.1%)

Without being concerned with comparisons to the normative group, the five highest services and programs in terms of usage by the Nazareth sample, with the percentage of usage in parenthesis, are as follows:

1) Library facilities and services (98.4%)
2) Parking facilities and services (88%)
3) Academic advising services (84%)
4) Food services (77.6%)
5) Financial aid services (75.2%)

The five lowest services and programs in terms of usage by the Nazareth sample, with the percentage of usage in parenthesis, are as follows:

1) Veterans services (1.6%0
2) Computer services (5.6%)
3) Job placement services (5.6%)
4) College-Sponsored tutorial services (10.4%)
5) Credit by examination program (12.8%)

In perusing the data, those subgroups displaying the most usage of all services seem to be Med. Tech./Pre-Med, Social Services and Resident (on campus) Students. Those subgroups displaying the least usage of all services seem to be Undecided students, Part-time and Education majors. Overall, the sophomores appear to use the college's services and programs more than do the juniors.

Part B of section II of the Student Opinion Survey addresses the level of satisfaction with college services and programs as evaluated by those students who have used the service or program. These are evaluated on the following five-point Likert scale:

5 = very satisfied
4 = satisfied
3 = neutral
2 = dissatisfied
1 = very dissatisfied

Table 2 gives the question, the Nazareth sample average rating, the normative group (other private, four-year colleges) average rating, and the difference between the two average ratings. The questions are listed in order of the comparative differences between the two average ratings with those items listed first being those rated higher by the Nazareth sample than by the normative group.

Without being concerned with comparisons to the normative group, those services which definitely received a "satisfied" rating (a rating of 3.5 or above) are as follows (with average Nazareth rating in parentheses):

1) Library Facilities and Services (4.39)
2) Credit by Examination Program (4.00)
3) College-Sponsored Tutorial Services (3.91)
4) Personal Counseling Services (3.86)
5) College Mass Transit Services (3.79)
6) College Orientation Program (3.75)
7) Academic Advising Services (3.69)
8) Computer Services (3.69)
9) Student Employment Services (3.67)

Without being concerned with comparisons to the normative group, there is only one service which definately received a "dissatisfied" rating (a rating of 2.50 or less). That one service is Job Placement Services which received a Nazareth sample rating of 2.33.

In perusing the data, those subgroups displaying the highest level of satisfaction with all services seem to be Business Majors, Part-time, Nursing Majors, and Interdisciplinary Majors. Those subgroups displaying the lowest level of satisfaction with all services seem to be Med. Tech./Pre-Med. Majors, and Social Science Majors. Overall, sophomores appear to evaluate the college's services and programs higher than do juniors.

Table 2

Level of Satisfaction Rating
of
College Services and Programs

Service or Program	Ave.Naz.Rating	Ave.Norm.Rating	Diff.
Library Facilities and Services	4.39 (N=123)	3.60	+.79
Computer Services	3.69 (N=7)	3.39	+.60
Parking Facilities and Services	3.20 (N=110)	2.69	+.51
Credit by Examination Program	4.00 (N=16)	3.62	+.38
Food Services	2.75 (N=97)	2.38	+.37
College-Sponsored Tutorial Services	3.91 (N=13)	3.76	+.15
Student Employment Services	3.67 (N=64)	3.81	+.14
College Orientation Program	3.75 (N=89)	3.64	+.11
Academic Advising Services	3.69 (N=105)	3.63	+.06)
College Mass Transit Services	3.79 (N=19)	3.75	+.04
Personal Counseling Services	3.86 (N=37)	3.94	-.08
Cultural Programs	3.39 (N=24)	3.67	-.28
College Sponsored Social Activities	3.08 (N=78)	3.43	-.35
Residence Hall Services & Programs	3.22 (N=76)	3.75	-.43
Student Health Services	2.76 (N=30)	3.20	-.46

College Environment:

Section III of the Student Opinion Survey addresses itself to the academic, admissions, rules and regulations, facilities, registration, and general aspects of the college environment. A total of 42 college environment aspects are rated as to level of satisfaction on the following five-point Likert scale:

5 = very satisfied
4 = satisfied
3 = neutral
2 = dissatisfied
1 = very dissatisfied

Table 3 gives the aspects of the college environment which are evaluated, the average Nazareth sample rating, the average normative group rating, and the difference between the two average ratings. The aspects of college environment are listed in the order of the comparative differences between the two average ratings. As shown in Table 3, there are 24 out of 42 aspects of the college environment which have been rated higher in satisfaction by the Nazareth sample as compared to the ratings of the normative sample.

Without being concerned with comparisons to the normative group, there are 24 college environment aspects which the Nazareth sample rated as being "satisfactory" (a 3.50 rating or better), and there is only one aspect which received a definite dissatisfactory (a 2.50 rating or less) rating. This one dissatisfactory rating was received upon "Athletic facilities" which was also the lowest Nazareth sample rating in comparison to the normative group (a -.97 difference in rating). The ten highest rated college environment aspects in the evaluation of the Nazareth sample are as follows: (with the average Nazareth rating in parentheses):

1) Class size relative to the type of course (4.37)
2) Out of class availability of your instructors (4.06)
3) Attitude of the faculty toward students (4.02)
4) Racial Harmony at this college (3.96)
5) General condition of buildings and grounds (3.94)
6) Concern for you as an individual (3.88)
7) Instruction in your major field (3.88)
8) General admissions procedures (3.87)
9) Preparation you are receiving for your future occupation (3.87)
10) Attitudes of college non-teaching staff toward students (3.84)

Table 3

Level of Satisfaction Rating
of
the College Environment

(N=125)

Item	Ave. Naz. Rating	Ave. Norm Rating	Difference
Satisfaction with:			
General Registration Procedures	3.80	3.30	+.50
Racial Harmony at This College	3.96	3.60	+.36
Gen. Condition of Buildings and Grounds	3.94	3.61	+.33
General Admisssions Procedures	3.87	3.55	+.32
Attitude of College Non-teaching staff toward students	3.84	3.53	+.31
Billing and Fee Payment Procedures	3.63	3.33	+.30
Concern for You as an Individual	3.88	3.59	+.29
Classroom Facilities	3.84	3.61	+.23
Study Areas	3.71	3.48	+.23
Preparation you are receiving for your future occupation	3.87	3.66	+.21
Class size relative to the type of course	4.37	4.18	+.19

Table 3
(Continued)

Item	Ave. Naz Rating	Ave. Norm Rating	Difference
Satisfaction with::			
Out-of-class availability of your instructors	4.06	3.90	+.16
Rules governing student conduct at this college	3.26	3.11	+.15
Instruction in your major field	3.88	3.79	+.10
This college in general	3.84	3.74	+.10
Student voice in college policies	2.99	2.91	+.08
Laboratory facilities	3.52	3.45	+.07
Student Government	3.40	3.33	+.07
Availability of Student Housing	3.37	3.30	+.07
Course Content in your major field	3.81	3.75	+.06
Academic calendar for this college	3.72	3.67	+.05
Attitude of the faculty toward students	4.02	3.98	+.04
Flexibility to design your own program of student	3.61	3.57	+.04
College catalog/ admissions publications	3.77	3.75	+.02

Table 3
(Continued

Item	Ave. Naz Rating	Ave. Norn Rating	Difference
Satisfaction with:			
Accuracy of college information you received before enrolling	3.55	3.55	0
Opportunities for student employment	3.42	3.43	-.01
Personal Security/ Safety on this campus	3.31	3.33	-.02
Value of the information provided by your advisor	3.57	3.61	-.04
Academic probation and suspension policies	3.14	3.21	-.07
Availability of your advisor	3.73	3.83	-.10
Residence hall rules and regulations	2.79	2.90	-.11
Testing/grading system	3.53	3.66	-.13
Religious activities and programs	3.47	3.60	-.13
Availability of financial aid information prior to enrolling	3.37	3.56	-.19
Availability of the courses you want at times you can take them	3.11	3.30	-.19
Campus media (student newspaper, campus radio, etc.	3.03	3.29	-.26

Table 3
(Continued)

Item	Ave. Naz Rating	Ave. Norm Rating	Difference
Satisfaction with:			
Opportunities for personal involvement in campus activities	3.35	3.68	-.33
Purposes for which student activity fees are used	2.63	3.00	-.37
Campus Bookstore	2.89	3.33	-.43
Student Union	2.79	3.30	-.51
Variety of courses offered by this college	2.75	3.31	-.56
Athletic facilities	2.17	3.14	-.97

In perusing the data, those subgroups displaying the highest ratings of college environment aspects are Business Majors, Part-time, Interdisciplinary Majors, and Undecided. Those subgroups displaying the lowest ratings of college environment aspects are Med. Tech./Pre-Med. Majors, and Social Service Majors. The sophomores and juniors generally rated aspects equally with the sophomores having a slight tendency to rate aspects more satisfactory.

Institutionally-Designed Questions:

Section IV of the Student Opinion Survey addresses questions which apply to specific institutional aspects and are institutionally designed. Out of 27 Nazareth College designed questions, 26 are intended to evaluate the McGrail Plan in the holistic sense. Therefore, these 26 questions deal with the growth, learning, and development of virtually all aspects of the person. Academic, professional, social, interpersonal, intrapersonal, and religious belief questions are all included in this section to evaluate the McGrail Plan. The only question out of 27 which does not have a direct bearing upon the McGrail Plan is question number one "Do you primarily take evening and weekend classes?"

For 20 questions, the following scale is used to evaluate the items:

A = Strongly Agree
B = Agree
C = Neutral
D = Disagree
E = Strongly Disagree
F = Not Applicable
G = I don't know enough about this item

A favorable response to an item is indicated when more than 60% of the Nazareth sample of N=125 respond either "A", Strongly Agree, or "B", Agree (question 14 is scored inversely so that a favorable response would be either "D" or "E") Out of these 20 questions, 12 received a favorable response. There were seven question with over 66.7% favorable response. These questions and their percentage of positive response, are as follows:

1) 87.2% - I think I can apply my knowledge of science and mathematics
2) 78.4% - I think that I can apply my knowledge of the humanities and fine arts to my professional career

3) 76.4% - I have learned from other students
4) 72% - I believe that Nazareth College is preparing me for successful functioning after I leave college
5) 70.8% - Nazareth College is encouraging my learning in areas of knowledge outside of my professional field
6) 70.4% - I appreciate the knowledge I gain through my humanities, fine arts and science/math (LAS courses) because I believe that this type of learning enriches my life
7) 67.2% - My goals for attending college are being satisfied

There were only three of these 20 questions which received a rating of less than 51% on responses "A" and "B". These questions, with their respective percentages of "A" and "B" responses are as follows:

1) 36% My unique, special talents (even though they may be outside of my professional field) are accepted and nurtured by my professors
2) 43.2% It's easy to find a congenial group of students to go with you to movies, athletic events, etc.
3) 49.6% Christian attitudes and values are evident on campus

Besides these 20 questions using the rating scale cited, there were six other "yes" or "no" questions which relate to the McGrail Plan. Three of these questions are of particular interest. The first, "Out of class activities can be used to help meet the McGrail Plan, " received the highest percent of positive response of all 27 institutionally designed questions, namely, 96.8%. The second, "Did you attend the freshman orientation program, "Insight," is important because the major orientation for students to the McGrail Plan occurs during the "Insight" program. The "yes" percentage on this question was 68.8%. The third, "Do you understand the purpose of the McGrail Plan, " received a "yes" response of 75.2%.

Discussion

Usage and Level of Satisfaction of Services and Programs:

There are four categories of data in this section of the Student Opinion Survey which are of particular significance. These categories are services and programs which have:

1) High usage with high satisfaction
2) Low usage with low satisfaction
3) High usage with low satisifaction
4) Low usage with high satisfaction

The criteria for these categories involve usage and level of satisfaction data from the Nazareth sample in comparison with the data of the normative group.

There are five programs or services which display a high usage and high level of satisfaction rating. These are:

1) Library facilities and services
2) College Orientation Program
3) Academic Advising Services
4) Student employment service
5) Parking facilities and services

The library facilities and services is, by far, the most used and the highest rated in satisfaction. However, all five of these services or programs are services which are effectively fulfilling their goals and serving the College's sophomores and juniors.

There are four services or programs which display a low usage and a low level of satisfaction rating. These are:

1) Job placement services
2) Student health services
3) Recreational and intermural programs and services
4) Veterans services

The job placement services is the poorest overall service in terms of usage and satisfaction. One explanation of this rating may be that placement services are normally utilized by seniors and not by sophomores and juniors. The other three services are small and/or informal programs. The actual need or demand for these services may be an area of future investigation.

There are three services or programs which display a high usage with a low level of satisfaction rating. These are:

1) Food services
2) Financial aid services
3) College-sponsored social activities

This category of data deserves close attention due to the established need, as evidenced by the high usage, with a low level of satisfaction. Financial aid services is one of the highest used service (75% usage by sample) and received a rating of 3.06 as compared to a normative group rating of 3.78. College-sponsored social activities are used by over 60% of the sample and received a rating of 3.08 as compared to a normative group rating of 3.43. It may be noted, however, that the rating for these two services is still above a 3 = neutral rating instead of below it. Food services are used by over 75% of the sample and received a satisfaction rating of only 2.75. This is a low rating in comparison to the other service ratings by the Nazareth sample. However, this low rating becomes a "high" rating in comparison to the normative group rating of 2.38 for food services. It appears that food services at private, four-year college (or all colleges) is evaluated low in level of satisfaction.

There are five services or programs displaying a low usage with a high level of satisfaction rating. These are:

1) Credit by examination program
2) College-sponsored tutorial services
3) Personal counseling services
4) Computer services
5) College mass transit services

The need or demand for these services or programs may be an area of future investigation as may be the wisdom in expanding or better organizing them. If there is a need that isn't being tapped, then these services may become a priority for further development since they do provide a high level of satisfaction. The credit by examination program is only used by 12.8% of the sample, college-sponsored tutorial services by 10.4%, personal counseling services by 29.6%, computer services by 5.6%, and college mass transit services (Kalamazoo buses) by 15.2% The percentages of use of these services may be relatively low, however, considering the services, they may not be inappropriate. This is especially true of personal counseling services where the percentage of usage is 29.6% Given the nature of this service, 29.6% usage of it may be normal or possibly even high in comparison to other private, four-year colleges.

College environment:

There are ten aspects of the college environment which are evaluated very high in satisfaction. The high satisfaction is not only in relation to the Nazareth sample, but also in relation to comparisons with the normative group. These are:

1) Racial harmony at this school
2) General condition of buildings and grounds
3) Concern for you as an individual
4) General admissions procedures
5) General registration procedures
6) Preparation you are receiving for your future occupation
7) Attitude of college non-teaching staff toward students
8) Classroom facilities
9) Class size relative to type of course
10) Out-of-class availability of your instructors

These ten aspects are almost one-fourth of all aspects rated. These data indicate a strong college environment where there are highly satisfying aspects of not only an academic nature but, also, of a social, physical, interpersonal, and administrative nature, such an environment is exactly that proposed by the McGrail Plan.

However, there are seven aspects which are evaluated low in satisfaction in relation to the normative group and the Nazareth sample by itself. These are:

1) Athletic facilities
2) Purposes for which student activities fees are used
3) Variety of courses offered by this college
4) Student union
5) Campus bookstore
6) Campus media (newspaper, radio station, etc.)
7) Availability of courses you want at times you want to take them

Athletic facilities is actually the only aspect which clearly received a "dissatisfied" rating (2.17). However, the highest rating of any of these seven aspects is only 3.11, or just above neutral.
The two areas primarily involved in these low-rated aspects appear to be student social and recreational services, and the range and availability of courses offered.

In general, the college environment seems to be a very beneficial one at Nazareth College. Twenty-four out of 42 aspects of the college environment were rated as either satisfactory or very satisfactory. Further, these aspects include all factors of the college environment and not just the academic factor.

Institutionally-Designed Questions:

The results of this section of the Student Opinion Survey are very positive in relation to the effectiveness of the McGrail Plan. Virtually all but three out of twenty-six questions dealing directly with the McGrail Plan received a positive rating by at least 51% of the Nazareth sample. Further, seven questions dealing with vital factors of the McGrail Plan received a positive rating by at least two-thirds (66.7%) of the sample.

These seven questions dealt with three major factors of the McGrail Plan and its philosophy:

1) The importance of, and participation in, general liberal arts education
2) The integration of liberal arts education with professional competency education
3) The adequacy of the McGrail Plan to provide a holistic quality education which satisfies both personal and professional preparation needs

All three of these factors receive strong, positive support from the data in this section of the Student Opinion Survey.

The three questions receiving less than a 51% sample rating may be worth further investigation. Two possible areas of investigation may be:

1) Faculty increasing the use of interdisciplinary methods of teaching their specific content, and
2) Socialization patterns of students and the broadening of those patterns.

One reason for proposing the first investigation area is that students' unique talents may not be encouraged in a course if the course content doesn't directly deal with them. Interdisciplinary teaching methods may address this. A reason for proposing the second investigation area is that it appears that students seem to have difficulty finding other students with whom to engage in social activities and also seem to feel that Christian attitudes and values are not as evident on campus as they could be, or actually are. By investigating the socialization patterns of students, the College may be able to more adequately address these problems.

General Discussion:

There are three general points concerning the data which need to be addressed. First, the Med. Tech./Pre-Med and Social Sciences majors appear to consistently rate the services and programs, and the college environment more negatively than any other research group. However, they are also two of several groups which have a high rate of usage of services and programs. Satisfying the needs of these two groups deserves closer scrutiny and investigation.

Second, several research groups have low numbers in the sample. These groups, with the number in each group in parenthesis, are as follows:

1) Undecided (2)
2) Social Services (3)
3) Med. Tech./Pre-Med (3)
4) Interdisciplinary (6)

Any firm interpretations of data concerning any of these groups specifically is not as valid as for more populated research groups. Therefore, interpretation of the consistently low-ratings by the Social Science and Med.Tech./Pre-Med majors must consider the small sample size of these groups.

Third, the normative groups contained all class levels from freshman to senior. The Nazareth sample only contains sophomore and juniors. Interpretation of comparative data, especially low evaluations, must be tempered by the different composition of the two data groups.

Conclusions and Recommendations

Overall, the services, programs, and college environment at Nazareth College are successfully satisfying the goals of the student, the College, and the McGrail Plan. The following conclusions may be drawn:

1) In comparison to students at other four-year private institutions, and in terms of the Nazareth sample alone, Nazareth College students subjectively evaluate a significant majority of College services, programs, and college environment as being "satisfactory" or very satisfactory."
2) Virtually all aspects of the McGrail Plan are evaluated by Nazareth Students as being positive. These aspects include:

   A) Importance of general liberal arts education
   B) Integration of the general liberal arts with the professions
   C) Adequacy of the McGrail Plan to provide a holistic, quality education which satisfies both personal and professional preparation needs

3) Faculty and staff contribute positively to growth and development of students in academic, personal and social areas.
4) The physical plant is satisfactory for students and contributes to a positive college environment with the exception of the athletic facilities

The following recommendation is proposed:

1) Assessment of needs in specific areas may be valuable for redirection, improvement, expansion and continuance of specific services and programs. These areas include:

    1) Financial aid information and services
    2) Social and recreation facilities and services
    3) Academic Course range and availability
    4) Student health services
    5) Credit by examination program
    6) Computer services
    7) College-sponsored tutorial services